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"Who knows . . . how many young Americans will seek a college education by 1965 or '70?"



NEW JERSEY COLLEGES:

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Growing Pains

Educators predict that the nation's college enrollment will double within 15 years, creating tremendous problems by 1970. This is the first of a series of articles which not only describe New Jersey's colleges and universities, but tell the story of the growth and traditions of individual colleges within the state, picture their roles in modern education and explain how they plan to meet what has been called "an impending tide of students."

Room Must Be Found During Next Generation for a Vast Increase in Students on the 38 State Campuses; More Urban Branches, Evening Classes and Community Schools, as Well as State-Supported Junior Colleges, Suggested

By JOHN T. CUNNINGHAM

THE PATTERN of little feet, by tradition and by poetry, is a delightful sound—certainly nothing to disturb anyone, unless he happens to be a college president, given to nightmares of the future. Then the bootie shuffle becomes the thundering roar of an army of young men and women swarming about the campus gates, demanding admittance to the Class of 1970.

The nightmarish roar is not wholly hallucination. Already its first sharp rumblings echo through the Gothic and neo-Georgian. But the nightmare won't become awesome until the war babies of World War II reach full college age between 1960 and 1965. Then, what has been called "an impending tidal wave" of students will break over the campuses of America.

Who knows for sure how many young Americans will seek a college education by 1965 or 1970? Today about 2½ million young men and women are enrolled in college. Unquestionably the total by 1970 will be at least four million; very possibly it will be five million or more—twice as many as now seek higher education.

Bear in mind that 300-plus years have passed since Harvard, America's first college, opened its

doors. Within the next 15 years American colleges and universities will have to provide as much additional floor space as was built in all the previous three centuries of the nation's collegiate history! Of such stuff is a college president's nightmares made.

NEW JERSEY'S position as the tidal wave impends might well be the most challenging and most perplexing in the United States. If that seems far-fetched, consider two facts:

Item: According to statistics of the American Association of Collegiate Registrars and Admissions Officers, New Jersey ranks next to last nationally in percentage of those in the 18 to 21 age bracket attending college. New Jersey and the two Carolinas, with 17 per cent each, were tied. Only Mississippi trailed these three. Only 17 per cent of New Jersey's eligibles attend college each year—compared with 21 other states where percentages range from 30 to 50 per cent.

Item: New Jersey ranks first nationally in the percentage of students who go out of state for higher education, a dubious distinction. A 1950 survey showed that on a national average 80 per cent of young men and women stayed in their own states for college. Only 45 per cent of New Jersey's students stayed home for college.

Well, New Jersey is 45th in size, so being tied for 46th with North and South Carolina in percentage of eligibles in college isn't too bad, the complacent might argue. Well, New Jersey is also eighth in population rank. That leaves no room for complacency.

AS for that matter of students attending college out of state, what about it? How provincial can you get? There are lots of good colleges just across the Hudson and Delaware rivers, aren't there?

True enough, great institutions in nearby states exert a tremendous and deserved pull. Neverthe-

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New Jersey offers every type of college campus. Above is view of Drew University campus in Madison from library. RIGHT: The



students at Stevens Technological Institute in Hoboken have stunning campus backdrop — Hudson River and Manhattan skyline.

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less the day is fast approaching when most out-of-state institutions will have to limit the number of New Jersey students on their campuses.

Certainly all state or city-supported colleges or universities by 1970 must first meet overwhelming demands within their own regions before admitting applicants from New Jersey (or any other state). This is simple logic, as well as simple politics. There are those pessimists who insist that even noted New Jersey football players may not be able to get into those state universities where the pigskin is as revered as the sheepskin. That possibly, is running to panic.

Still, there'll always be Harvard or Yale or Smith or any of the other hundreds of splendid privately endowed institutions throughout the land, won't there? Surely New Jersey students can go there, just as they always have.

True—up to a point. Already the pressure on most privately endowed colleges has become intense. Many of the privately endowed halls of ivy have said for the record that they can't expand enrollments much, if at all, if they hope to keep alive their scholastic traditions of two or three centuries. Obviously they'll continue to accept qualified New Jersey students—but not two or three times as many as today.

THAT refocuses attention sharply on the picture of higher education in the Garden State. Today nearly 50,000 persons attend college classes in New Jersey, with about 26,000 of those attending full time. There are calculated estimates that by 1970 or 1975 the state's higher educational system must find space for at least twice—and possibly three or four times—as many full-time students as today. Another 50,000 or more students will have to be accommodated for part-time college instruction.

This far from encouraging outlook comes at a time when most of the state's higher educational institutions are in the midst of very trying times. Rare is the New Jersey college president who is not seeking funds to build the dormitories and classrooms and gymnasiums so desperately needed.

The time to rebuild campuses and endowment funds is short. Fifteen years, as college time goes, is a distressingly short time in which to face dou-

bled or tripled enrollment. The tidal wave rolls inward, almost too fast.

"Tidal wave" could be even slightly optimistic, as President Harold W. Dodds of Princeton University has pointed out. "It suggests a high level followed by a recession," said President Dodds, "whereas we are approaching new and continuing high levels." Subsequent waves will be even bigger, not smaller.

NEW JERSEY residents might well ponder what the state offers in the way of higher education. If the state's colleges and universities are to face unprecedented problems in the next 15 years, the problems will not be theirs alone. Every parent who hopes his children will attend college in 1970 or after must share those problems. His children probably will attend a New Jersey college — no matter where dad or granddad or great-granddad matriculated.

Few persons realize that there are 38 colleges and universities in New Jersey, including six teach-

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ers colleges and nine junior colleges. These range in size all the way from a tiny junior college with a dozen students to Rutgers University with 6,000 full-time and 12,000 part-time students or Seton Hall University with 2,500 full-time and 4,500 part-time enrollments.

They include old and hallowed institutions like Princeton (founded 1746) and Rutgers (founded 1766) and interesting young newcomers like Caldwell College for Women (founded 1939) and Fairleigh Dickinson College (started as a junior college in 1941). Princeton and Rutgers are two of only nine colleges founded before the Revolution; on the other hand, Fairleigh Dickinson, starting its 10th year as a four-year college, has exhibited one of the most striking growths of any new college in the country.

With only three or four exceptions, all of New Jersey's institutions of higher learning are within 15 miles of a straight line drawn from New York to Philadelphia. That's understandable; that line

happens to be New Jersey's cultural, residential and industrial axis.

NEW JERSEY colleges embrace nearly every type of campus and style of architecture. A surprisingly large number are set on spacious, heavily wooded grounds—many of them on former estates of multimillionaires. Some, like Rider College in Trenton and Newark Colleges of Rutgers, look out upon the macadam of city streets rather than the traditional sloping lawns and towering trees. Some campuses are abustle day and night, some cling to the luxurious quietude long associated with classical scholarship.

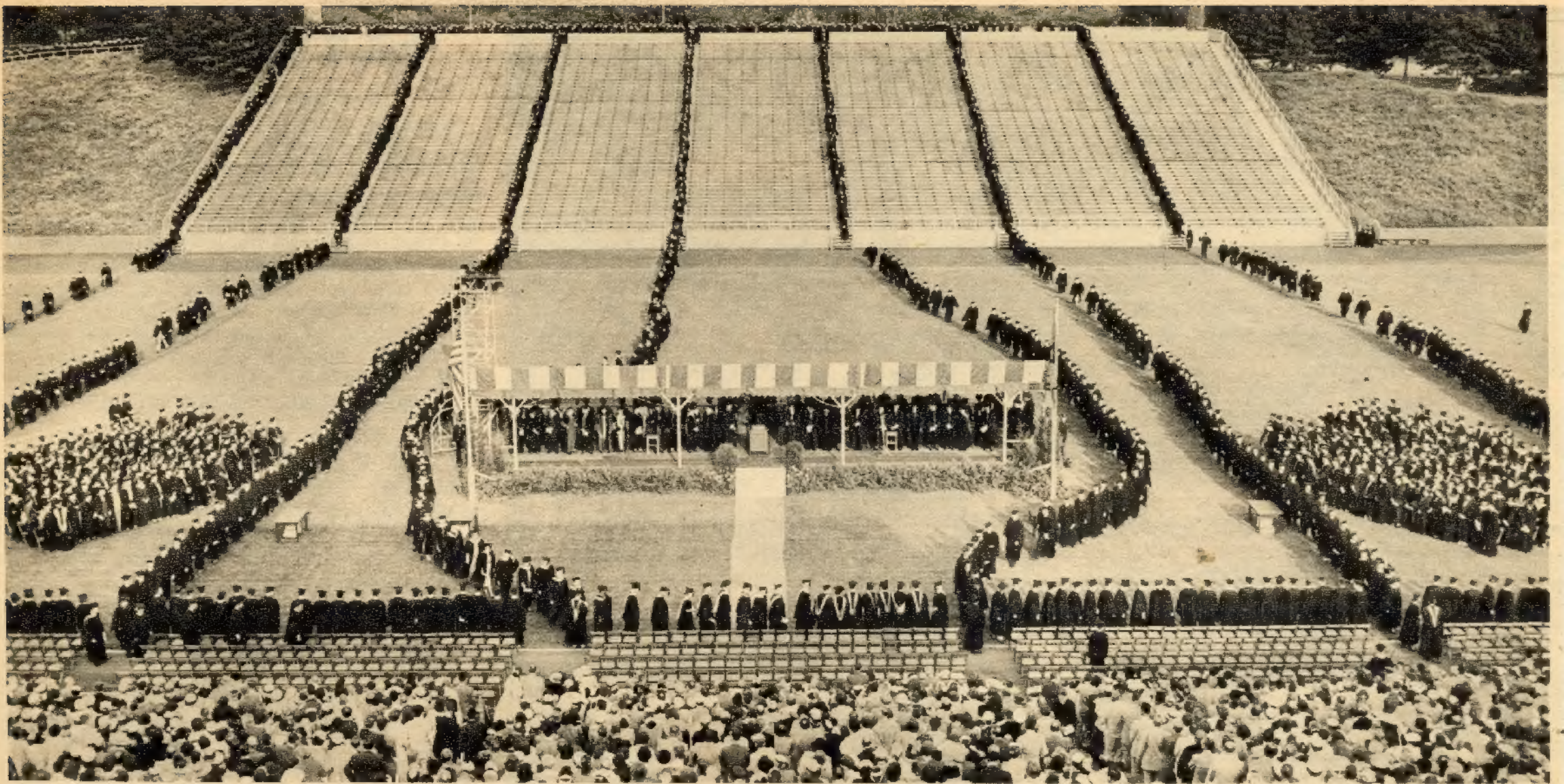
The main point is that college in New Jersey means variety. It means excellent small liberal arts colleges. It means famed universities, fine engineering colleges, respected teachers colleges, noted seminaries, unique specialized schools. It can, and does, add up to educational opportunity. Yet it can also add up to a plaguing headache for tomorrow.

First to test the higher educational setup will be the war babies born between 1941 and 1946. Today they are Little Leaguers or junior misses. Between 1960 and 1965 they'll be sitting in front of college registrars, hoping that American higher educational facilities have kept pace with the rise in the birth rate.

COLLEGES have had one inkling of what a surge of applicants can mean. That was when the GIs rolled in from the beachheads in Berlin or London or Rome or Tokyo to pick up the rainchecks on college education held for them by their kind uncle.

Many an educator found himself caught between the pleasant prospect of full classrooms for the first time in years and the spectre of what the education-for-all might bring. Never before in all educational history had so many young men had both the desire and the funds to attend college. Many speculated that the veterans would react to college more like a character out of an F. Scott Fitzgerald novel than like a Plato or Socrates.

Amid the frenzy of overcrowded classrooms and the toil of harassed professors, the ex-GIs proved every skeptic wrong. They worked hard and they asked piercing questions. The average tired old veteran placed above the average sharp young teenager on the grade lists. For the first time a long-



Number of Rutgers University graduates is now so large that stadium is used for exercises. As many as 2,280 degrees have been granted.

questioned fact had been proved: That given the opportunity, most young Americans—regardless of race, creed, nationality or the wealth of their fathers—can adequately handle a college schedule.

THIS is a new philosophy. In the 1790s, for example, John A. Rutherford, distinguished citizen and U.S. senator from New Jersey, complained that "the farmers and middle class of people run too much on sending their sons to colleges." Very unwise, said Mr. Rutherford; "it unfits them for their own employments" and "gives them ideas beyond their circumstances."

Mr. Rutherford fretted unduly. Few people went to college in 1790, and those mainly to become prepared as ministers. New Jersey's two colleges at the time of Mr. Rutherford's words of wisdom, the College of New Jersey in Princeton and Queen's College in New Brunswick, both seemed much closer to collapse than to educational glory.

Indeed, as late as 1825 leaders at the College of New Jersey quietly expected their institution to close its doors. Queen's by then already had twice suspended classes for long periods of time and once even had made overtures to Princeton for a merger. Old Queen's reopening in 1826, as Rutgers College showed the belief that wealthy Col. Henry Rutgers of New York might be so touched by a college named in his honor that he would lend financial support as well as his name. He was only slightly moved, as far as cash was concerned.

The last half of the 19th century saw higher education gain a solid footing in New Jersey. The College of New Jersey, fully supported by its alumni after 1826, grew enough to change its name to Princeton University in 1896. Rutgers, aided in 1864 by funds from the Morrill Act to establish land grant colleges, knew solid (if unspectacular) 19th century progress.

PRINCETON and Rutgers both swerved sharply away from their original functions as training grounds for ministers, leaving that to separate nearby seminaries. Elsewhere in New Jersey, other church groups kept alive the 17th and 18th century rule that churches were the mothers of colleges. Catholics founded Seton Hall (1856), St. Peter's (1878), St. Elizabeth's (1899) and Mount St. Mary's, now Georgian Court (1908). Methodists established

Drew (1867) and Centenary (1868). German Presbyterians started in 1868 what is now Bloomfield College and Seminary and the Augustana Lutheran Church began Upsala in 1893.

Inexorably, however, forces other than churches changed the pattern of higher education. Democracy, born in America, made it inevitable that education would stretch out to the masses—even if it might "unfit them for their own employments" (as Mr. Rutherford thought).

Most college leaders of the early 19th century couldn't comprehend the strange insistence on free public school education. Nevertheless, by 1850 a serious need for teachers developed. Unfortunately established institutions chose to ignore the need, and, to meet it, a state normal school began at Trenton in 1855. That same year city normal schools were started in Newark and Paterson.

Many established colleges also looked upon the pressure for engineering and science courses as simple (perhaps even vulgar) vocational education. As the fledgling United States pushed westward, its destiny forever linked to engineering and science, New Jersey's colleges, like most other colleges, made only casual efforts to understand it. The state's first formal engineering course at Rutgers didn't begin until 1864, prompted then by federal funds from the Morrill Act.

Princeton took a full step away from its long-established rigid classicism by starting a science department in 1872 and an engineering school in 1875. Engineering was everywhere in the air in that age of growing industrial might. Edwin A. Stevens of the famed Hoboken family left \$650,000 and a block of Hoboken land to found Stevens Institute of Technology in 1870. Eleven years later the Newark Board of Trade encouraged the inception of Newark Technical School (forerunner to Newark College of Engineering).

ALL 19th century college growth excluded females in New Jersey, except in normal schools (possibly because educated males didn't feel teaching was much of a profession anyway and therefore mere woman wouldn't be too much of an economic threat). Some educators even warned that if females persisted in enduring the rigors of hard study, "hospitals and asylums must be erected alongside of colleges of women."

Consider, therefore, the fortitude it took for Mother Xavier of the Sisters of Charity to establish the College of St. Elizabeth at Convent in 1899—New Jersey's first woman's college. It took equal courage (plus some downright stubborn persistence) for Mabel Smith Douglass to pursue her goal of the state-supported New Jersey College for Women (now Douglass College). Mrs. Douglass campaigned relentlessly for five full years before she saw her dream come true in 1918.

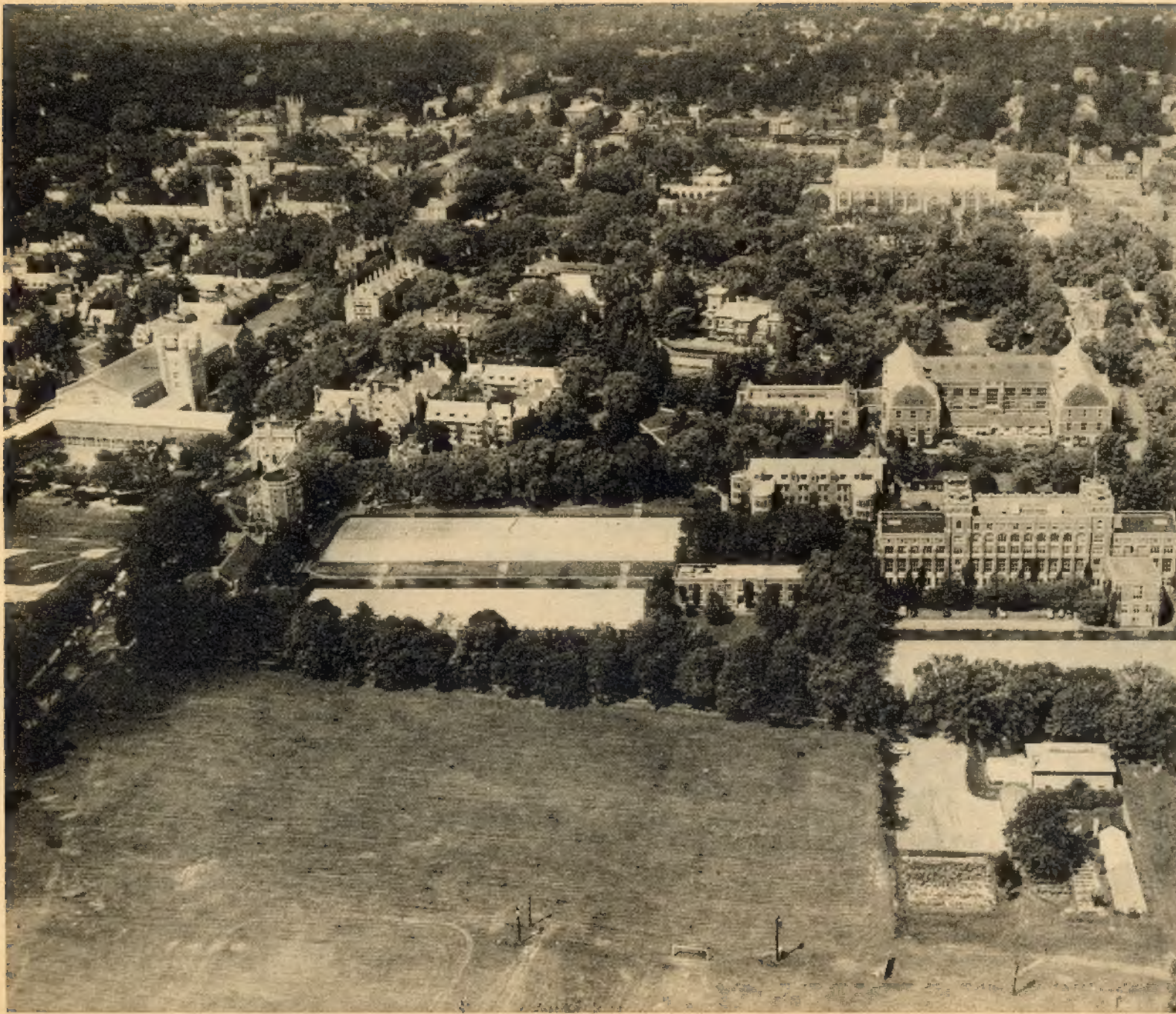
Higher education has come of full age in the last 50 years. Even as late as 1900 only 4 per cent of the population attended college; in 1955 that figure nationally has soared to 30 per cent—and it's still rising. In that period Princeton became an internationally known university and Rutgers slowly achieved status as the State University. Within the last 15 years Seton Hall changed from a tiny college in South Orange to one of the country's largest Catholic universities.

OTHER changes have come. State and city normal schools have attained the dignity of teachers colleges, offering full liberal arts curricula in addition to specialized teaching programs. Their number has increased from three to six, with the establishment of teacher colleges at Montclair (1908), Glassboro (1923) and Jersey City (1929).

Some specialized schools have acquired college stature as the 20th century has progressed. Trenton Business College (founded 1865) became Rider College and Newark Normal School for Physical Education became Panzer College. Little Upsala Institute of Learning moved from Brooklyn to Kenilworth to East Orange and grew into Upsala College on its Essex hillside. Princeton town gained two unique educational institutions in the space of a year—the Institute for Advanced Study in 1931 and Westminster Choir College in 1932. Fairleigh Dickinson College, started in Rutherford as a junior college in 1941, acquired four-year college status in 1946 and now boasts 3,000 students on campuses in Rutherford and Teaneck.

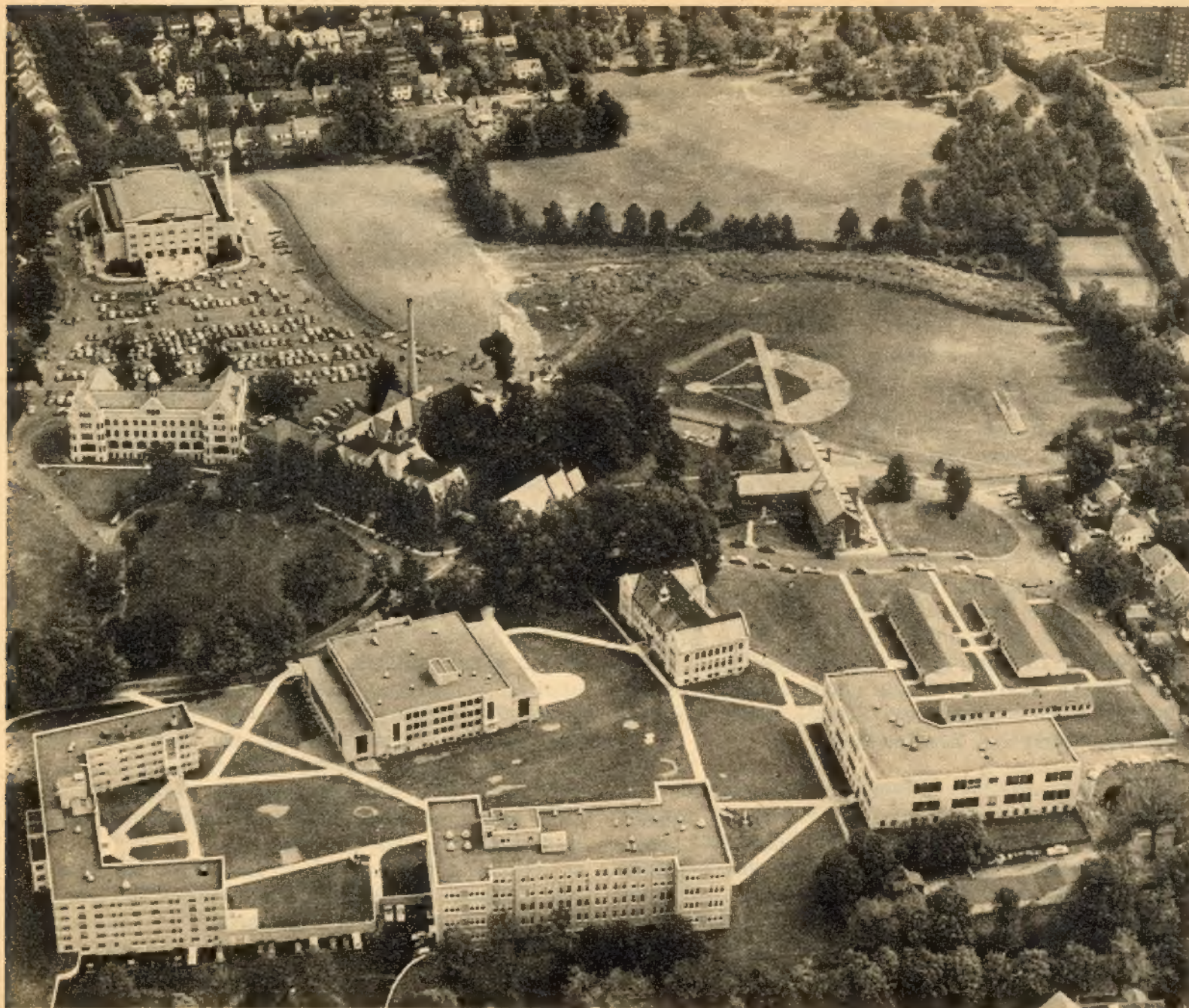
Thus the roots are deep and firm. New Jersey has the base on which to build against the impending tidal wave. But a base is only the beginning. There is much to be done in the 15 years still available.

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Dr. Harold W. Dodds, president of Princeton University, shown above in air view, sees "new and continuing high levels" of enrollment. Fifteen years ago, Seton Hall Uni-

versity, shown below, was small college in South Orange. Today it is one of nation's larger Catholic universities, with 2,500 full-time and 4,500 part-time students.



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Certainly Rutgers as the State University will grow, but the growth will be attuned both to the generosity of the State Legislature and to a wider popular acceptance. There is ample reason to say that New Jersey for too long failed to face up to its responsibilities in the field of higher education. Final recognition of Rutgers as the State University didn't come until 1945; many other states by that time already boasted nearly a century of full support for higher education. Ever increasing demands for college education will put heavy pressure on Rutgers. The State University—and, obviously, on the taxpayer whether he likes it or not.

MOST privately endowed colleges and universities have said they will expand enrollments only moderately—say 10 to 20 per cent by 1970. Certainly those private colleges dedicated to a liberal arts education, with close professor-student relationships as a central philosophy, can't expand much without endangering their fundamental ideals. It seems to be their right, probably even their solemn duty, to limit student enrollments in strict accordance with their ability to maintain their ideals.

Educators admit quite candidly that the higher educational setup may have to change radically if it expects to handle in 1970 two students where only one sits in 1955. Some leaders think much of the pressure can be met by establishing a number of state-supported junior colleges at key locations throughout the state. New Jersey now has nine junior colleges, four of them getting either county or city support.

Junior colleges can do two principal jobs: They can give a high school graduate his first two years of college and prepare him to transfer elsewhere for his bachelor's degree, or they can emphasize "terminal" education to prepare an individual in two years for a specific vocation (as various types of scientific or medical technicians, by way of illustration).

Many other things may have to be done. More community colleges, best typified in New Jersey by Fairleigh Dickinson's imaginative program, possibly are in the offing. Urban branches, such as those of Seton Hall and Rutgers, may have to be established by other colleges and universities. Evening classes seem a certainty in more colleges. Centuries-old educational philosophies (some of them possibly bordering on the luxury of another era) may be shaken. This impending tidal wave poses problems far greater than mere enlargement of physical plants.

THAT'S for the future. Meanwhile, college presidents and alumni associations in New Jersey (and everywhere else) must make good use of the 15 years between now and 1970 when twice as many students will seek to utilize the nation's campuses. Funds must be secured—to raise faculty salaries, to build adequate classroom facilities, to set up scholarship funds.

The birth rate continues to rise. New Jersey's population has risen a half million persons since 1950, much of that due to an influx of new families—most of them young enough to be still a factor in birth rate statistics. Higher education is becoming more and more common; as a father or mother acquires a college education, so too do they desire a college education for their children. The percentage of those desiring to enter college will rise faster than the birth rate.

Each New Jersey college faces the future with differing heritages, differing philosophies, differing facilities, differing sizes of enrollments. Yet the similarity among them is much more marked in 1955 than at any time before. Today they must look not to the next commencement or to the next football game—but far into the future.

Onward marches the Class of 1970.

Next Sunday: Princeton University.